

Inspection of Funny Bunnies

Milton Park Primary School, Milton Park Road, WESTON-SUPER-MARE, Avon BS22 8DY

Inspection date: 9 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy at this warm and friendly pre-school. They settle quickly and engage in highly motivating and challenging activities, showing high levels of concentration.

Children's behaviour is excellent. They consistently follow the rules and routines of the setting. For example, they stop playing and sit down for registration when they hear the bell.

Children show a strong desire to learn and show extremely high levels of focus. For example, children spend a lot of time making pretend rockets, copying a character from a story.

Staff expertly create an environment that feels like home. This helps children feel safe and secure. For example, children confidently explore and engage in play, using real-life resources, such as cans of food, empty perfume bottles and kitchen utensils. They take risks in their play and use exceptional vocabulary to express their ideas.

Staff have extremely high expectations of all children. Children show exceptional attitudes to their play and learning. They share their achievements with staff, demonstrating superb language and communication skills. For example, children eagerly explain, 'I'm balancing the ball on this bat. I can do it even when I wobble it.'

Children make excellent progress in all areas of their learning. They develop plenty of confidence, skills and knowledge, ready for their move into school.

What does the early years setting do well and what does it need to do better?

- Staff expertly construct the curriculum to build on what children already know. They provide extremely motivating learning opportunities, to help children develop and extend their skills and knowledge.
- Staff swiftly identify when children need additional support. They expertly plan and deliver activities to close any gaps in learning. Children, including those with special educational needs and/or disabilities, benefit from highly skilled staff and make substantial progress in their learning and development.
- Leadership and management at the pre-school are inspirational. The deeply knowledgeable manager and deputy act as excellent role models for all staff. Continuous professional development for staff is a priority that children benefit from. All staff show high levels of commitment and dedication to their role.
- Partnerships with parents are excellent. Parents comment on how happy their

children are and the rapid progress they make. They refer to staff as being friendly and very supportive. Parents comment that 'staff here are born to do this job.'

- Children show immense pride in their achievements and their independence. For example, they beam with pride when they find their name as they self-register. They thrive on the opportunity to wear the apron and be 'snack helper'. Children love the challenge of pouring milk from small teapots into cups and serving fruit to their friends.
- Staff make children's communication and language a priority. They ask questions and challenge children to work out problems. They give children plenty of time to think and respond. For example they ask children what they could use to make eyes for a model they are creating. Children share their ideas and independently search for additional resources to complete their models.
- Children benefit enormously from the 'story of the week' and the 'word wall.' Staff use the 'word wall' to teach children new vocabulary they hear in the 'story of the week'. For example, staff teach children the meaning of the word 'internet' from a story about a chicken using a computer. They provide computer keyboards for children to use and explore. Children successfully use this unfamiliar word during their play.
- All staff are extremely reflective and enthusiastic. They constantly strive to provide the best opportunities they can for the children they care for. Children feel safe and secure and thrive from the relationships they make with staff.
- Staff use funding superbly to provide extra support and resources to help children. Parents comment on the positive impact this support has on their children's progress.
- Children benefit immensely from close links with the school. For example, children use the school's outdoor area and equipment and visit the school. Children make smooth transitions into school.
- Staff enthusiastically read stories and use puppets with the children who confidently recreate and retell these stories.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of all areas of safeguarding. Staff have a thorough understanding of the signs of neglect and abuse. They are aware of what to do if leaders do not take action, and know how to escalate concerns to other agencies. They ensure that they always keep children safe. Staff encourage children to tidy away their toys at tidy-up time to create space. They talk to children about how to handle real resources, such as glass bottles. The manager has robust systems for recruiting and checking the ongoing suitability of staff.

Setting details

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| Unique reference number | EY449647 |
| Local authority | North Somerset |
| Inspection number | 10233842 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 31 |
| Name of registered person | Gill, Karen Louise |
| Registered person unique reference number | RP513691 |
| Telephone number | 07882518540 |
| Date of previous inspection | 25 November 2016 |

Information about this early years setting

Funny Bunnies registered in 2012. It is privately owned and operates from a separate building on the Milton Park Primary School site in Weston Super Mare, North Somerset. The pre-school is open from 9am to 3pm on Monday to Friday, during term time only. There are six members of staff, four of whom hold an early years qualification at level 3. There is an apprentice and one unqualified member of staff.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector held discussions with the manager and staff throughout the inspection and discussed how staff plan and implement the curriculum, and how children's progress is monitored.
- The inspector spoke to children and staff.
- The inspector observed interactions between staff and children.
- The inspector and manager conducted a joint observation of a physical development activity.
- The inspector spoke with several parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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